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ABSTRACT

Designed to help elementary and middle school language arts teachers structure a comprehensive objectives based composition program, this guide attends to fundamental rhetorical concepts that should enable schools to effectively use existing resources while extending the range of instructional potentials in areas not often included in commercially produced materials. The guide is premised upon the importance of rhetorical concepts, processes, and forms in effective composition; it delineates objectives and activities in selected major composition areas; and it includes guiding questions and definitions for writer self-evaluation. An appendix contains student monitoring sheets. (FL)

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COMPOSITION IN THE LANGUAGE ARTS, GRADES 1-8:

AN INSTRUCTIONAL FRAMEWORK

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PREFACE

The Wisconsin Department of Public Instruction is pleased to present this new publication in composition to the schools of the state.

It is designed to help elementary and middle school language arts teachers structure a comprehensive objectives-based composition program. By attending to fundamental rhetorical concepts this new guide should enable schools to more effectively utilize existing resources while extending the range of instructional potentials in areas of rhetoric often not included in published materials.

As a tool for individualizing instruction, it hopefully reflects the dedication of its predecessor publication, *English Language Arts in Wisconsin,* to the development of a humane and literate society.

Robert C. Van Raalte
Assistant Superintendent
Division for Instructional Services

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CONTENTS

Preface ii
Acknowledgements ii
Introduction iv
The Important Elements of Composition 1

Primary Grades

Audience 4
A) Me-as-Audience 4
B) Personal You-as-Audience 4
C) Unknown You-as-Audience 5
Purpose 7
A) Writing-to-Ask 7
B) Writing-to-Inform 7
C) Writing-to-Describe 8
D) Writing-to-Give an Opinion 8
E) Writing-to-Enjoy 9
Occasion 12
A) Writing-in-the Past 12
B) Writing-in-the Present 12
C) Writing-in-the Future 12

Intermediate Grades

Audience 15
A) Me-as-Audience 15
B) Personal You-as-Audience 15
C) Unknown You-as-Audience 16
Purpose 18
A) Writing-to-Ask 18
B) Writing-to-Inform 18
C) Writing-to-Explain 19
D) Writing-to-Direct 19
E) Writing-to-Enjoy 19
Occasion 22
A) Writing-in-the Past 22
B) Writing-in-the Present 22
C) Writing-in-the Future 22
Forms 24
A) Writing-to-Report 24
B) Writing-to-Persuade 26
C) Writing-to-Narrate 26
D) Writing Poetry 29
E) Writing Drama 31
Appendix 33

INTRODUCTION

This is a framework of essential elements of composition which may be used to help in designing an elementary composition component for the language arts. It is primarily intended for teacher use rather than student use.

Qualifying observations and/or suggestions:

1) This is a framework premised upon the importance of rhetorical *Concepts, Qualities, Processes,* and *Forms* in effective composition.
2) The framework delineates objectives and activities in *selected* major composition areas. For the primary grades, the rhetorical concepts of *Audience, Purpose* and *Occasion* are treated. For the intermediate grades, the same concepts of *Audience, Purpose,* and *Occasion* are treated, and rhetorical *Forms* are also added.
3) The concept of *Subject* is not formalized since individual experiences and local context are so central.
4) "The Important Elements of Composition," includes guiding questions and/or definitions for writer self-evaluation under *Qualities* and *Processes.* These should be provided informally for students in appropriate contexts at the primary grades. They should be *typed up* and *handed out* to all students at the intermediate grades.

   Self-evaluation and analysis are fundamental to the writing act, and teacher effort in this regard must be assured in order for the guide to be functional.
5) The framework is intended to serve as an instructional aid by providing an objectives-based model allowing for wide adaptation of teaching materials currently in use in the schools. Teacher objectives, student performance indicators and suggested activities for students are included. Explanatory notes are provided in some instances. Sample student monitoring sheets are to be found in the appendix and can be reproduced for individual student folders.
6) This is essentially a monitoring system with built-in evaluation which allows for ongoing assessment of student progress in composition.
7) This guide is individualized in the sense that it provides necessary data on student writing to allow for instructional adaptation to meet student needs.
8) This guide is intended to function as a teacher's operational handbook. Write in it, use the "additional activities" spaces.

   Treat it as a working plan for your composition program rather than as a reference tool.

THE IMPORTANT ELEMENTS OF COMPOSITION

This curriculum framework was developed out of two major concerns about the quality of elementary programs in composition. The first is that composition, as typically treated in elementary language arts textbooks, is inadequate. It focuses almost entirely on mechanics, usage, and grammar with little attention to the important elements of rhetoric central to the composing act.

In addition, there seems to be little attention to the needs of individual students and individual developmental growth in many elementary language arts texts. Elementary teachers indicate they need a perception of the kind of progress that has been made generally in composition by their students. There is often little attention in many elementary texts to important composing factors through the grades which would allow for program evaluation as well as individualization of instruction for students based upon developmental stage of growth in composition skills.

This framework attempts to meet both of these needs.

. . . .

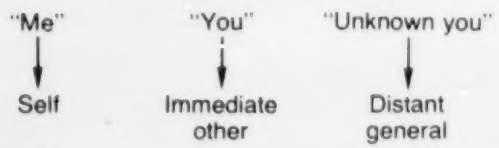
Rhetorical elements can be grouped into four sets or categories: *Concepts, Qualities, Processes,* and *Forms.*

A. Concepts

1. **Subject** — topic or point of central focus; selected as appropriate to audience, purpose and occasion; delimited in these terms; expanded from narrow topic by considering other concepts

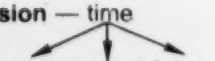
2. **Audience** — three senses of audience:
   a. Me — writing for oneself
   b. You — writing for a rather specific other person or persons
   c. "Other you" — the "unknown you" or generalized audience

   The receiver of the message in each of these kinds of situations may be thought of in these senses:



3. **Purpose** — intent; function; reason; justification for the writing
   e.g. writing to ask
   writing to inform
   writing to explain or describe
   writing to direct
   writing to enjoy

4. **Occasion** — time



B. Qualities

1. **Thesis** — main idea sentence; states and limits the topic. It is typically a declarative assertion and normally begins the paragraph.
   Attributes:
   a. Clarity —
      Is what you are writing about clear to you?
      Can others understand what you are writing about?
   b. Suitability —
      Does your topic sentence fit the audience?
      The subject? The purpose? The occasion?
      Will the intended audience read your writing?
   c. Completeness —
      Does your topic sentence say everything it needs to say?
      Does it say too much?

2. **Sentence Structure**
   a. Clarity —
      Do your sentences and words make sense?
   b. Suitability —
      Are your words right?
      Did you choose the best words?
   c. Completeness —
      Do your sentences say everything that needs to be said about your topic?
   d. Unification —
      Do your sentences talk about the same thing?
      Are they in the right order?
   e. Consistency —
      If your story is happy, is it all happy?
      If your story is sad, is it all sad?
      If your sister is telling the story, does she do all of the telling?
      If your sentences are written in the past, are they all in the past?

3. **Idea Development**
   a. Clarity —
      Is your main idea clear?
   b. Completeness —
      Have you said all you need to say about your idea?
   c. Unification —
      Do all of your sentences deal with the main idea?
      Are your sentences in the best order?

C. Processes:

1. **Invention** — What do you want to write about?
2. **Planning** —
   decide on reasons for writing

decide on outline or plan
decide on forms and devices
decide who will do the telling
decide the order in which events or ideas will appear
decide form in which the writing will be done
decide on what will be included
decide on the way in which it will be written
decide on how it will end

3. **Presentation** — draft, revision, final copy method of presenting e.g., read by the the teachers, posted, orally presented, etc. Illustrated? Graphics?

4. **Evaluation** — Does your writing show those things you and your teacher planned?

5. **Awareness** — Have you improved in this writing?

Are there skills you still need to work on? What are they?

D. Forms:

e.g. a. Reportive Writing — Writing which conveys information or explanation without personal judgement. Writing which describes a setting, person, object, or situation without judging it.

b. Persuasive Writing — Writing in which the writer takes a personal stand and uses various processes and techniques to get the audience to agree with him.

c. Narrative Writing — Writing in which the writer injects his own feelings about the topic being described.

d. Poetry Writing — Writing in a range of poetic forms e.g., couplet, haiku, etc.

e. Drama Writing — Story accounts in dramatic form.

AUDIENCE

One always communicates with someone when one writes. The subject or subjects being addressed constitute the "audience." Writing style, writer attitude, writing language all depend to some extent upon the nature of this "audience" being addressed, hence, it is an important concept to be considered at the initial stage of the composing process.

This conceptual framework treats audience in three different senses — Me-as-Audience, Personal You-as-Audience, and Unknown You-as-Audience. One may think of these as being removed somewhat from each other in psychological distance, moving from inner-person or self-as-audience to an unknown audience which may be geographical miles away, or, at least, some audience that the writer knows little about.

We shall treat each separately.

MAJOR OBJECTIVE:

Given contrasting situations, students will be able to use language appropriate to the reader. Thus, within changing situations, the student will learn to be selective with the language he/she uses, becoming more complete and thorough as the audience becomes further removed in psychological distance.

ME-AS-AUDIENCE

OBJECTIVE:

Given situations in which the student is asked to write for himself/herself as the audience, the student will pay closest attention to content and immediacy and less attention to mechanics and form. Neither the teacher nor the student should feel pressured to expect "correctness" in this kind of communication.

TEACHER NOTE:

It is important to give students experience in writing for an audience of self only, in which the student need not be concerned with mechanics and conventions beyond what he needs for his own understanding. The teacher should set assignments and discuss them in the light of what one needs to say for self-communication. This specific objective should be correlated with similar objectives under personal-you-writing and unknown-audience, and the specific assignments should be correlated as well, helping the students to see the contrast between language used for self and language used for others.

Suggested Activities:

1. You have saved your money and are now making a list of presents you wish to buy for your family for Christmas. You have $7.50. Write a list for yourself.
2. Keep a journal or diary in which you write reminders to yourself of things you would like to remember.
3. Make up new words for a song or a nursery rhyme, creating a new song which you would enjoy singing.
4. You are an airplane pilot. Write notes to yourself of what you see as you fly over your city.
5. Write a note to remind yourself of three things you need to do for your pet or family today.
6. Write an answer to this question for yourself: WHO AM I?

Additional Activities:

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PERSONAL YOU-AS-AUDIENCE

OBJECTIVE:

Given an audience whom the writer knows, he/she will write informally but in more complete thoughts, paying attention to full development and to "correctness" in terms of mechanics, spelling and conventions to which he/she has previously been introduced. The student will also be conscious of paragraph development and topic sentence as it relates to what he/she wants his/her audience to know.

TEACHER NOTE:

The audience in this type of writing is someone the student knows. In setting up the experiences, have the student identify clearly in discussion with you, or in group discussion, whom he/she will be writing to and discuss how the language he/she uses will become more complete. The first assignment should be paralleled to that used in me-writing to allow the student to draw these conclusions for himself/herself through your questioning as much as possible.

Suggested Activities:

1. Take the Christmas present list for your family and change it slightly. Here is the new situation. You are sick and cannot do your own shopping. Your friend has said he/she will shop for you. Write a new list for him/her of what you want him/her to buy.
2. Write a letter to a friend. Tell him/her about your class trip to: the post office, a farm, a bakery, the supermarket, etc.
3. Show and Tell is a good time to tell others you know something about yourself. Bring something to school and tell about it.

Additional Activities:

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UNKNOWN YOU-AS-AUDIENCE

OBJECTIVE:

Given situations where the student writer defines an audience unknown to him/her, he/she will concentrate upon selecting and using more formal, appropriate, and exact words, phrases, and sentences as well as completely developed paragraphs. Since this kind of writing is more familiar to students, they should be able to work more easily at this stage from outline to rough drafts to finished copy.

TEACHER NOTE:

In this kind of writing the student must direct what he/she has to say to a group he/she cannot see or does not know. More complete sentences and description should be necessary. Again, if the first assignment is parallel to the other two sections on audience, the contrast should become evident to the student and the increased difficulty of handling these kinds of situations can be minimized with discussion.

Suggested Activities:

1. Your friend — the one who was going to do your Christmas shopping for you — has caught the measles, so he/she asks you for another list, one he/she can give to his/her brother. You do not know him. He does not know your family. Write a new list for his/her brother.
2. As a class writing activity you are going to write a note each week to all your parents on what you have done in your classroom. This note will go home to all parents with the week's papers. You do not know all the parents of the students in your class, but you want them to know how much you learn and whether you enjoy the class.
3. Write a description of the plot of the last story/book you read. These sentences will be either placed in the book for the next reader or placed in a file in the library so that everyone may read them before reading the book.
4. Write an answer to this question for a new teacher who comes into the room: WHO AM I?

Additional Activities:

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PURPOSE

The writer will need to select his/her purpose or reasons why he/she wants to communicate with his/her audience. The purpose will have to be decided in the initial stage of the composing process. This purpose may be asking for information; informing about an adventure, features of a process, or elements of a product; describing an object, person or event; giving an opinion; relating an imaginative story; or planning a play.

MAJOR OBJECTIVE:

Given varying composition situations, the student will clearly identify the intent or function of his/her composition. He/she should be able to relate this concept to the others in this framework. Sentence structure and writing style should reflect awareness of purpose as a rhetorical concept.

WRITING-TO-ASK

OBJECTIVE:

Given a simple problem, the resolution of which requires additional information, the student can posit a series of questions which will elicit an appropriate response from a peer or an adult.

TEACHER NOTE:

Be sure to clarify in student performance item 3 that the composition is *not* to answer the question but to *ask* the question through the writing. This moves much closer to being an "open ended" writing experience than either 1 or 2. A possible useful strategy to use for this objective would be for you to obtain a city map, arbitrarily pick a location for a student X to live and assign the questioning task to student 2. This then would enable student X to become involved in communication to inform.

Suggested Activities:

1. A new friend has invited you over to play at his/her house after school, but you don't know how to get to his/her house. What questions can you ask which will help you find how to get there?
2. Pretend you are going to be making a two-day summer trip to Washington, D.C. Write a letter to the Washington, D.C., Chamber of Commerce asking for their opinion of what you should visit in only two days.
3. Write a short paper in which you try to ask the question, "Is it always best to tell the truth?"

Additional Activities:

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WRITING-TO-INFORM

OBJECTIVE:

Given a period of preparation and motivation in which the student has an opportunity to research a subject of his/her choosing, the student will be able to present the essential features of a process, aspects or elements of a product, or happenings of an operation or venture.

TEACHER NOTE:

Try to move toward the important objective of enabling your students to see the different domains of "communications-to-inform." Assist them in their selection of a subject of their interest, with the intent of informing a given audience about the major aspects of their topic. The major aspects may include describing how to design or construct a particular item, listing and describing the given parts of a product, or describing a series of events that take place in an operation or venture.

Suggested Activities:

1. Tell your fellow students how to make something.
2. Write a letter to someone in your family telling him/her about something funny that has happened to you.
3. Prepare a brief talk explaining to your best friend how to play a new game you have just gotten.
4. Bring something to school (a model, a game, etc.) and tell your friends what it is made of.
5. Write a letter to a friend telling him/her what things he/she would need to build a model, make cookies or something else.
6. Write a paper in which you tell us what the important things are that a person must be able to do if he/she is to be a best friend.
7. Tell your friends what happened on your last campout, slumber party, or family trip.
8. Write a story about an animal who makes a trip to visit another animal friend. Make up things that will happen on the trip and put these in your story.
9. Prepare a speech for class in which you tell about your favorite hike and what happened to you on it.

(These activities are generally arranged in an easy to more difficult hierarchy.)

Additional Activities:

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WRITING-TO-DESCRIBE

OBJECTIVE:

Given an object, person, or event to describe, the student will select the appropriate properties to include in the writing.

TEACHER NOTE:

Before students write or orally describe an object, person, or place, do one or more cooperatively. Lead students to develop individual properties instead of merely cataloging attributes. For example, in describing the color of an object, don't accept just *red* but rather *red, like the red in a pencil.*

Suggested Activities:

1. You have been given an object (or a picture of an object) to describe. Do not show it to anyone. Describe it and then let a classmate see if he/she can guess what you have described. Include in your description some or all of the following: color, size, weight, texture, composition (what it is made of), number of parts, and its use or uses.
2. Choose a friend in your class to describe. Do not try to describe everything about the person. Describe the person's clothes or the person's face, or the way the person sits, walks, or talks. When you are finished, read your composition to the class to see if they can guess whom you have described.
3. Describe your pet or one you would like to own without naming the pet. Include size, features like a tail, color, eating habits, and any tricks it might do. See if your classmates can draw a picture of your pet from your description.
4. Describe a room in your house. Try to write or talk about the room in some order: the kinds of furniture, the pictures on the walls, the colors in the room.

Additional Activities:

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WRITING-TO-GIVE-AN-OPINION

OBJECTIVE:

Given an opportunity to express an opinion about a certain topic or idea, the student will support that expression with at least three pertinent examples, details, and/or reasons.

TEACHER NOTE:

Students should be led to make a strong first-sentence topic statement without the use of the word *because.* Including this word in the initial sentence can lead them to write only one or two sentences. Instead, show students how to make such statements as "My favorite game during recess is baseball. One of the reasons I like it is because. . . ."

Suggested Activities:

1. State what you like to do best (hobby, sport, pastime) and give at least three reasons why you consider it your favorite activity.
2. State which television program you like best and give reasons to support your belief.
3. State which person is your best friend and give reasons to support your statement.
4. State which animal, in your opinion, makes the best pet and give reasons for such a belief.
5. State what thing you don't like and give reasons for such a dislike.

Additional Activities:

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WRITING-TO-ENJOY

A. WRITING A POEM

OBJECTIVE:

Given one or several ideas, the student (either individually or in a group) will construct some original verse.

TEACHER NOTE:

Since there are so many types of poetry that children in the elementary grades are capable of writing, only a few types have been listed here. Cooperatively writing poems before asking students to work independently often encourages the reluctant writer. For some excellent suggestions about motivating poetic expression in children, see *Poetic Composition through the Grades* by Robert A. Wolsch (Teachers College Press, Teachers College, Columbia University, Copyright 1970).

Suggested Activities:

1. After having heard your teacher read several couplets, create one or more of your own.
   "Tiny little grasshopper goes hop, hop, hop.
   Tiny grasshopper jumps a lot."
   S.S., grade 3
   "Riding in cars, riding on bikes
   Is different from walking or taking hikes."
   L.S., grade 3
   "I'm a clown as you can see
   Because I have bright freckles on me."
   S.J., grade 1
2. After having listened to and read some haiku poetry, cooperatively write some more either as a class or with a classmate. When you have mastered the form (5-7-5 syllables), try to write some haiku on your own.
3. After having listened to and read some quatrains, cooperatively write one or more either as a class or with a classmate. When you have mastered the form (four lines, rhymed or unrhymed), try to write some quatrains on your own.
4. Read some limericks together. Then cooperatively write a few. If you choose, attempt to write some of your own. (Follow the rhyming pattern aabba.)

Additional Activities:

B. WRITING AN IMAGINATIVE STORY

OBJECTIVE:

Given the opportunity to create, the student will write a series of imaginative captions, write an imaginative ending to a story, or dictate a story to an older student who will record the story.

TEACHER NOTE:

You might want to read at least the first few pages of Chapter 7, *Writing Out, A Student-Centered Language Arts Curriculum Grades K-6: A Handbook for Teachers* by James Moffett to discover "what stories mean to children."

Suggested Activities:

1. Write or dictate a story about a time when you were afraid of something. Start with the time. What frightened you, and what happened (did you run away, seek help, or face the fear)?
2. Listen to your teacher read a story. Your teacher will stop before the story is finished. You write the ending to the story.
3. By yourself or with other classmates, draw a series of pictures about something you have done (a field trip, a camping trip, a visit to another classroom, a play you and your classmates have produced). After the pictures have been drawn, arrange them in order and then write a caption for each picture. Put this material into a booklet and share with the rest of the class.
4. If you had a chance to invent something, what would you invent? Write about an invention you have made and how it will be used.
5. Write a story in which you tell how one of these things happened:
   How the zebra got its stripes.
   How the camel got its humps.
   How the giraffe got its long neck.
   How the rabbit got its long ears.
   How the elephant got its trunk.
   How the skunk got its stripe.

Additional Activities:

C. PLANNING A PLAY

OBJECTIVE:

Having become aware of a story or situation, the student, in cooperation with some classmates, will plan and present a play based upon the story or situation.

TEACHER NOTE:

Primary children should not be expected to write scripts. Their dramatic composing will, for the most part, be improvisational. Such improvisations will be based upon others' stories or those they have invented. Proceed from simple stories to more complicated plots with dialogues. Do not expect children to be able to ad-lib freely; they need guidance in this area.

With most situations to be dramatized, suggest the following:

1. Divide the story in parts or scenes.
2. Give each scene or act a name.
3. Orally list the characters in each part.
4. Be clear on the setting (time, place, surroundings).
5. Decide what each character will say and do but do not write out conversation or action.
6. Decide how the play will begin and end.

Suggested Activities:

1. After having heard a story read to you or after you have read a story ("Three Pigs," "Three Bears," "Millions of Cats," "Musicians of Bremen," "Elves and the Shoemaker"), cooperatively plan to act it out for your classmates. Each of you is to choose to be one of the characters; plan what each of you will do and say. Practice your play before you present it to the class but do not memorize lines.
2. Having read a story, create a stick puppet, a paper-bag puppet, or a stocking puppet. Together with your classmates present a play based upon the story read. Plan how you will tell the story.
3. Together with a classmate plan a short play dealing with an imaginary situation:

   You have found a key that will open all doors. What will you and your friend do with it? In your play include finding the key, describing it, and what you do with it.

   You discover a dog that can talk. In your play tell about the discovery, what the dog talks about, and what happens to this dog.

   Choose an animal with an unusual feature — the alligator with its long snout, the snake with its forked tongue, etc. — and create a play that explains how the animal got its unusual feature. The "acting out" should include the actual acquiring of the feature. Don't just tell about it.

   You are home alone. Suddenly you hear some strange noises outside. Plan a play that includes this scene.

Additional Activities:

OCCASION

WRITING-IN-THE-PAST

OBJECTIVE:

Given a request for certain information about an incident or event that has already occurred, the student will relate that incident in the past tense.

TEACHER NOTE:

To introduce the notion of telling something in past tense, you might write the following sentences on the board:

"Yesterday, the students in Room . . . did very well in spelling. They learned two new rules."

Ask the class which words tell the time when the event happened (yesterday and learned). Point out that once we choose a time (tense) in which to relate something, we stay within that time limitation.

Suggested Activities:

1. Tell (or write) what you did yesterday.
2. Tell (or write) what your family did and saw on your last vacation.
3. Tell (or write) what you and your friends talked about yesterday.

Additional Activities:

WRITING-IN-THE-PRESENT

OBJECTIVE:

Given a need to list a daily routine, the student will relate that routine in the present tense.

TEACHER NOTE:

Briefly discuss how we knew that the previous experience took place in the past—by the use of such time markers as *yesterday* or past verb forms. With this assignment, students need to see that while the simple present tense is not the most frequently used tense in writing, it is used in certain circumstances.

Suggested Activities:

1. Make a list of things you do every morning or evening. Put this list into narrative form. Begin with a statement such as "I do the same things every morning. First . . . ."
2. Make a list of things you do every day in school. Begin with a specific statement that sets your topic.
3. Tell what things your friend or neighbor does every day. Keep your account in the present tense.

Additional Activities:

WRITING-IN-THE-FUTURE

OBJECTIVE:

Given an appropriate need, occasion, and audience, the student will relate what he will be doing in the future.

TEACHER NOTE:

Briefly discuss with the group how one can tell that something happens in the future. You might want to ask such a question after putting a statement like this on the board:

"Tomorrow we will be going to the zoo. We will see many different kinds of animals."

Suggested Activities:

1. Tell what you are going to do during your next vacation. Remember that you are telling what *will happen.*
2. Invent a time machine. Tell what will happen to people who use it.
3. Make a list of things that you think will happen in the future. Begin each of your statements with the words:
   "In the future . . . ."
   "Two years from now . . . ."
   "I will . . . ."
   "Tomorrow . . . ."

Additional Activities:

AUDIENCE

One always communicates with someone when one writes. The subject or subjects being addressed constitute the "audience." Writing style, writer attitude, writing language all depend to some extent upon the nature of this "audience" being addressed. Hence, it is an important concept to be considered at the initial stage of the composing process.

This conceptual framework treats audience in three different senses — Me-as-Audience, Personal You-as-Audience, and Unknown You-as-Audience. One may think of these as being removed somewhat from each other in psychological distance, moving from the inner-person or self-as-audience to an unknown-audience which may be geographical miles away, or, at least, some audience that the writer knows little about.

We shall treat each separately.

MAJOR OBJECTIVE:

Given different composition situations the student will make choices for himself/herself and see distinctions in others' writing based upon the change in the audience to whom the writing is directed. He/she should become more adept at selecting sentence structures, phrasing, words and organization appropriate for the defined audience and recognize that he/she must define the audience before he/she begins to write or speak. As the audience becomes more distant the student should be shown how to use subordination, transitions and modification for explaining more thoroughly what is in his/her head.

ME-AS-AUDIENCE

This is basically a "self-concept." The writer is concerned with exploring his/her own thinking through writing or with recording his/her own ideas. In both instances, however, the self is the audience, hence, the amenities of writing form and presentational format are secondary to the expression itself.

OBJECTIVE:

Given situations in which the student is asked to write for self as audience, the student will address content and ideas as central and form as secondary. He/she will be able to articulate orally in a general discussion based upon ideas in his/her writing for Me-as-Audience.

Suggested Activities:

1. You are stranded on the shore of a northern Wisconsin river. Your canoe and belongings have sunk but you managed to save an arrow, with a flint head, a rope and an ax. No one knows you are stranded. Make a note to yourself (by scratching on bark with your arrow) of the steps you will take to survive.
2. Keep a daily journal of your thoughts, not your activities.
3. Make some statements in writing, intended for your eyes only, on a problem you think exists in the school.
4. Close your eyes. The instructor is going to use various objects and make noise with them. You will make notes to yourself on:
   a. what the noise is and,
   b. what you think made the noise.

Additional Activities:

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PERSONAL YOU-AS-AUDIENCE

The personal you is an audience that the writer knows, e.g. teacher, particular classmate, relative, etc.

Although the writing style is informal for the personal you, there must be some concern for form since someone other than the writer is the intended audience.

OBJECTIVE:

Given an audience whom the writer knows, he/she will write informally, but in complete form, moving from thesis assertion to development. The writing will reflect a perception of relationships of writing style and rhetorical concepts to the Personal You-as-Audience.

Suggested Activities:

1. Write a letter to your best friend. You are in the hospital after having been rescued on the seventh day in the situation of Me-as-Audience. Tell your friend how you survived. Use your notes from Me-as-Audience as reminders for yourself.
2. Write, for a friend, about a hobby you enjoy but need his/her help with because the collecting is keeping you too busy.
3. Here are three paragraphs. Decide which one(s) is written for self and which one(s) is written for the *you* audience.

Additional Activities:

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UNKNOWN YOU-AS-AUDIENCE

This is an audience concept that requires the writer to be more formal in his/her writing style since he/she is not sure of the nature of this audience. The writer does make some general assumptions about that audience's interest in the subject, knowledge about the subject, etc.

OBJECTIVE:

Given situations where the writer is addressing an unknown audience, the writer will reflect in writing style and selection of form, an ability to relate subject and purpose to the unknown audience.

Suggested Activities:

1. Write an article for a magazine in which you tell how you survived with an arrow, a rope and an ax in northern Wisconsin for seven days.
2. Write a statement to the parents in your class on whether you prefer progress reports or graded report cards for your work in school and why.

Additional Activities:

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PURPOSE

The writer will need to select his/her purpose or reasons why he/she wants to communicate with the audience. The purpose will have to be decided in the initial stage of the composing process. This purpose may be asking for information; informing about an adventure, features of a process, or elements of a product; describing an object, person, or event; giving an opinion; relating an imaginative story; or planning a play.

MAJOR OBJECTIVE:

Given varying composition situations, the student will be able to clearly identify the intent or function of his/her composition. He/she should be able to relate this concept to the others in this framework. Sentence structure and writing style should reflect awareness of purpose as a rhetorical concept.

WRITING-TO-ASK

OBJECTIVE:

Given the need for something, the student will write a letter asking for it, giving reasons for such a request.

TEACHER NOTE:

While it is suggested that a letter be written, a student might wish to write a personal essay for a "distant-you" audience.

Suggested Activities:

1. Request an increase in your allowance, giving the reasons why you need such an increase and how this increase will be used.
2. Request information about something or some process, giving the reasons why you desire such information.
3. Request something from your parents (such as going on a trip, or getting a new bike) or from a friend (such as the trading of toys, games, or objects, or a favor). Give your reasons for making such a request.

Additional Activities:

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WRITING-TO-INFORM

OBJECTIVE:

Given the task of informing someone (either the personal-you or unknown-you) how to construct (do, or draw) something, the student will describe in a series of steps the process of construction.

TEACHER NOTE:

The individual writing tasks can be preceded by a group composition which deals with a process all children can visualize. On the board write the sentences in the right order which explains the construction. Leave out all linking words until the composition is finished. Then ask the group what is needed to give movement to the writing. List possible alternatives so the writers will have a variety of links from which to choose, e.g. *after that, later, next, when that is finished, second, last.*

Suggested Activities:

1. Describe in writing the steps necessary to construct or do something (such as constructing a kite, building a model, doing a science experiment).
2. Describe to your friend the things you must do to prepare for a picnic or a camping trip.
3. Inform your girlfriend how to make a dress for her doll or how to arrange the furniture in a doll house.

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WRITING-TO-EXPLAIN

OBJECTIVE:

Given a circumstance in which a person commits a certain act, the student will explain his/her reasons for commiting that act. Determine voice and audience before starting to write.

TEACHER NOTE:

Unless cautioned, many writers will proceed to list reasons without giving preliminary information to the reader, e.g. "There are many reasons why I had to break into that store."

Suggested Activities:

1. Your mother and father have gone on a trip, leaving you in charge of your brothers and sisters. You do not know anyone in your community. The money your parents left for food has been lost. Your brothers and sisters are hungry so you break into a store for needed food. You are caught. Explain your reasons for doing what you did to a judge, your parents, or someone else in writing.
2. You have been given ten dollars for some new clothes. Instead of buying the clothes, you spend the money for a camera. Explain your reasons for buying the camera.
3. Your parents have told you that you are not to go anywhere tonight. Your friend comes over and tells you that tryouts for cheerleaders are being held. You go to school and your parents discover that you left against their wishes. Explain your reasons for doing what you did.

Additional Activities:

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WRITING-TO-DIRECT

OBJECTIVE:

Given the need for something, the student will order it, giving specific instructions as to what it should be.

TEACHER NOTE:

This composition might become an extension of the "Explaining" one. Have students order the item described in the earlier composition (if a student described how to build a kite in the "Explaining" theme, he/she might order one according to his/her specification in this "Directing" theme).

Suggested Activities:

1. You wish to order an item made to your specifications. Direct a firm or person to build such an item. You must be specific with your instructions. Include directions about shipping it to you.
2. Direct your friend to do something for you. He/she has no idea how to do this task for you so you must clearly explain how to do it.
3. Give directions to a person wishing to find out how to get from your school to your home or to another place in town.

Additional Activities:

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WRITING-TO-ENJOY

OBJECTIVE:

Given the opportunity to write freely, the student will select a form which he/she likes to use and write about his/her free topic.

TEACHER NOTE:

Students should have the frequent opportunity to write for pleasure, without being given specific directions. Such writing should be shared, on a voluntary basis, with others. Just as with a free reading period, there should be free writing periods, with some sort of production expected.

Suggested Activities:

1. During the next few minutes list on a piece of paper the things that give you the most pleasure — games, a pet, friends, favorite activities, things you like to think about. Select one of these items and create a poem, write down thoughts about your choice in a diary or journal, write an essay, or write a brief story.

   Hopefully, you will want to share such writing with others.

Additional Activities:

OCCASION

WRITING-IN-THE-PAST

OBJECTIVE:

Given an appropriate subject, audience and purpose, the student can write accounts of events or actions which took place in the past.

Suggested Activities:

1. Prepare a brief talk in which you explain or describe the events or incidents which took place on your last campout or hike.
2. Make up a science fiction story about a person living today who invents a time-machine which enables him/her to go back in time to a particular period in history — Columbus' discovery of America, ancient Rome, American Civil War or some other. Be sure your story includes a good description of the setting your character goes back to — the countryside, the people, their appearance, etc. Also include a number of exciting things to happen to your character.

Additional Activities:

WRITING-IN-THE-PRESENT

OBJECTIVE:

Given a topic that relates to activities the student participates in, he/she will place the details of the activity in a chronological order, supply a controlling statement and be able to write or speak about the activity in the immediate present tense, distinguishing between that tense and the past, future, progressive or conditional tenses through their working first and discussion of contrasts second.

Suggested Activities:

1. Discuss a duty you have to do at home, telling about it step-by-step as it occurs so that another student can perform the same duty as a substitute for you some day. Speak in the first person and be sure to take each step in order.

Additional Activities:

WRITING-IN-THE-FUTURE

OBJECTIVE:

Given either sentence starters or topics conducive to discussions of future happenings or expression of values, the student will write paragraphs in which he/she uses verbs—simple future or progressive tenses —consistently, as well as words indicative of the future such as *tomorrow, next week, next year.*

TEACHER NOTE:

These paragraphs might also include cause-effect relationships or subordination as controlling elements.

Suggested Activities:

1. Write a paragraph in which you tell what kind of a person you want to be in high school. Pose the thought that because of something that happened to you, you will want to act in a certain way or do a certain thing.
2. Write about what you will want to do or look for and why, the next time you go for a bike ride, go to a slumber party, take a trip, or have a free day.

Additional Activities:

FORMS

The intermediate student should be able to use all of the forms of composition. These forms include persuasive writing, reportive writing (procedure, evaluation, definition, comparison-contrast, and paraphrasing), dramatic, poetic, and narrative.

MAJOR OBJECTIVE:

Given varying composition situations, the student will be able to clearly identify the intent or function of his/her composition. He/she should be able to relate this concept to the others in this framework. Sentence structure and writing style should reflect awareness of forms as a rhetorical concept.

WRITING-TO-REPORT

Reportive writing requires the student to describe a given procedure or method, observe a situation or object and write on factors and conditions to decide on reasons why it occurred, categorize an item and tell what it looks similar to, or expand or summarize a given selection to make it meaningful.

A. PROCEDURE-TYPE WRITING

OBJECTIVE:

Given a need to explain a process, the student will write a paragraph explaining the procedure or method.

TEACHER NOTE:

Students should be given a list of linking words so that the expression *next* is not overused.

Suggested Activities:

1. Tell how to construct a certain type of model, such as an airplane, car, boat, train, house, etc.
2. Explain to a stranger the process of getting from one section of town to another.
3. Tell how to set up a tent, prepare some type of food, or repair your bicycle.
4. Explain a mechanical process sequentially.

Additional Activities:

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B. EVALUATIVE-TYPE WRITING

OBJECTIVE:

Given a particular situation or item, the student will objectively examine it and write an evaluation-type paragraph incorporating those facts he/she has noted.

Suggested Activities:

1. Examine a picture of an accident. Make a list of things that caused the accident. Group these items, e.g. weather conditions, human factors, and then use them in your evaluation-type paragraph.
2. Select a novel or story you have read. Objectively make notes about certain parts (the characters, the events, the realness or unrealness of the story, etc.). Using these notes, write an evaluation of the selection which your classmates will read.
3. You have observed a fight on the playground. Objectively recall what happened and make a decision as to who was at fault.

Additional Activities:

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C. DEFINITION-TYPE WRITING

OBJECTIVE:

Given a circumstance in which the student must define an item, the student will first categorize the item (a chair is a piece of furniture), next tell how the item is different from other items in the same category (a chair is used to sit upon), and finally, describe the item (what it looks like and probably the materials, if it is an inanimate object).

TEACHER NOTE:

Since this form of writing is quite difficult, restrict the type of object to be defined. Have students select relatively simple objects at first so that they *learn the steps* involved in writing definitions. Later more difficult definitions can be attempted.

Suggested Activities:

1. Select an item familiar to you and write a definition-type paragraph. Use the steps outlined by your teacher.

Additional Activities:

D. COMPARISON/CONTRAST-TYPE WRITING

OBJECTIVE:

Given two or more objects or processes, the student will indicate how they are alike or different.

TEACHER NOTE:

Start this writing activity by writing the word "comparison" on the board. Ask pupils if they know what the word means. After a suitable definition is agreed upon (*to show similarities*, although we frequently use the word "comparison" to note differences), ask pupils if they can note similarities or comparisons in the classroom, such as everyone is wearing shoes, everyone has books, etc. Be sure that pupils understand that when we compare things, we frequently note *general similarities* (everyone is wearing shoes, but not everyone is wearing the same kind).

Next write the word "contrast" on the board. Agree upon a definition and write it on the board (e.g. to show differences). Ask for some contrasts in the classroom: Bill has red hair, John has brown hair.

The next step in this process should be taking two items with which the students are familiar (two stories, two objects such as a volleyball and a baseball) and have each student list how the items are similar *or* different. After such lists are compiled, cooperatively agree on a topic sentence and then arrange the similar *or* dissimilar items under that topic sentence with appropriate links.

Suggested Activities:

1. Compare OR contrast the seasons of the year.
2. Compare OR contrast the city with the country.
3. Compare OR contrast your mother and father.

Additional Activities:

E. PARAPHRASE-TYPE WRITING

OBJECTIVE:

Given a passage or selection, the student will be able to paraphrase it either by summarization or by expansion so it is meaningful to the reader and to himself.

TEACHER NOTE:

Discuss the fact that something can be said in more than one way. Be sure, however, that students realize saying something in different ways also affects the meaning. Initially start paraphrasing activities by writing a single sentence on the board. Use this single sentence as an illustration of how various students will paraphrase the sentence differently. Then proceed to two sentences and paraphrase those. Work toward paraphrasing paragraphs cooperatively before students are assigned independent tasks.

Include in the concept of paraphrasing the idea that a person can paraphrase by expansion by giving additional details to make something, such as a poem or a pledge, clearer.

Suggested Activities:

1. Select a passage from a text to paraphrase by summarization. Be sure that you do not rearrange the important details you will include. After you have finished, have a fellow student evaluate your paraphrase.

2. Select a passage that contains dialogue between two or more people. Paraphrase by summarizing the important things contained in the conversation. Do not put your paraphrase into dialogue form.
3. Select a poem or a pledge and paraphrase it by expansion. Have other students evaluate your paraphrase.
4. Paraphrase a sentence by summarization. Discover who in your group has written the best paraphrase.

Additional Activities:

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WRITING-TO-PERSUADE

Persuasive writing calls for the student to take a certain position and try to convince the audience to agree with him/her.

OBJECTIVE:

Given a particular item, situation, or idea, the student will convince others to believe in that position or do what is requested.

Suggested Activities:

1. Write a paragraph in which you persuade someone that:
   a. Girls/women should no longer be given certain courtesies such as opening car doors, letting them go first because of women's lib.
   b. School vacations should be extended, not shortened.
   c. X subject should not be required of students.

Additional Activities:

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WRITING-TO-NARRATE

The definition of "narrative writing" used here is an informal essay whose intent is to develop an idea, and thus differing from a short story where the story telling might be an end in itself. In narration, descriptive passages are used for furthering the idea of the essay and may be used to describe people, places or setting necessary to extend or make clear the basic idea of the writer.

A. WRITING TO PROVIDE AN INITIAL, ORGANIZED EXPERIENCE WITH NARRATION

OBJECTIVE:

Given an earlier discussion and assignment in the difference between description and narration, and given a general topic such as one of those below, students will first write a description of the item in italics, and then write narrative paragraphs using that description as the backbone of the narrative. Thus, the student will provide, on his own, a link between the two types of writing and also gain experience in organization to develop one point.

Suggested Activities:

1. Present students with topics such as these:
   Describe a *dessert* you like best.
   Describe your *favorite outdoor activity*.
   Describe a *favorite spot* you know of.

   After the students have written their description, present them with a new assignment which links that description to a narration emphasizing an idea rather than focusing only on the description.

   Eating a dessert I like can be pure joy.
   Playing _____ is certainly exciting.
   I tend to feel comfortable in a favorite spot.

   The students should be able to use entire portions of their earlier description in this new narration.

Additional Activities:

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B. WRITING TO DISTINGUISH DESCRIPTION FROM NARRATION

OBJECTIVE:

Given several pieces of descriptive writing in which the same character is portrayed, and given the narrative idea "Some people frighten me," the student will be able to select portions of each description which could be used to write a narrative developing the idea, thus giving him/her experience with how to use descriptive writing for a narrative purpose.

TEACHER NOTE:

To help students distinguish between narration and description, give them several different passages which are narrative and descriptive. Have students supply a suitable topic sentence for the narrative paragraphs or recognize a topic sentence for those paragraphs within the material they are given.

Suggested Activities:

1. This activity could be carried out with large groups, small groups, or individuals. The instructor should present the students with two definitely descriptive character sketches describing personalities which are frightening. Have the students discuss the sketches. The object here is to help the students find a unifying idea from the sketches by selecting words, phrases or whole sentences of description which might prove their observations. Finally the students could either organize only in outline form or actually write a paragraph in which they narrate what kind of person frightens the original author of the sketches.

Additional Activities:

C. WRITING NARRATIVE SENTENCES

OBJECTIVE:

Given a sentence structure that allows for levels of generality, the student will be able to fill in the lower levels of generality with descriptive elements which prove or enhance an idea. Again, the student will be drawing the relationship between the need, in narration, for having a unifying idea which depends, for understanding, upon the abilities and techniques of description.

Suggested Activities:

1. Provide students with base clauses such as the following, and have them add material from their own experiences which will complete the sentence:
   My best friend is really a friend to me because _____.
   My mother often yells at me if she finds by bedroom all messed up. When she does it looks like _____
   I really enjoy playing games. They _____

Additional Activities:

D. WRITING NARRATION IN AN INFORMAL SPEECH

OBJECTIVE:

Given knowledge of narration, students will structure a brief speech in which they relate a fantasy or a fairy tale through which they wish to narrate an idea; thus they will gain experience in discovering the allegory and/or intent within a story and put it to use orally in proving a point which they wish to prove.

TEACHER NOTE:

Since the personal essay or the personal speech depends heavily upon using description or personal experiences to discuss an idea or abstract thought, this kind of speech making will help the students focus upon using description as a vehicle for narrating a personal viewpoint or generalization which can be applied further than the descriptive story itself.

Additional Activities:

E. WRITING NARRATION FOR DIFFERENT AUDIENCES

OBJECTIVE:

Given the abstract question "Who are you?" students will be able to structure different paragraphs aimed at different audiences, giving an answer to the question suitable to the audience, and then determine which of their paragraphs is descriptive, which narrative, and which expository.

Suggested Activities:

1. Write the question "Who are you?" on the board and then discuss with students the various ways that such a question can be answered for different types of people. Suppose for instance the question were to be answered for someone younger than the students. How might the answer be structured and what kinds of information might be a part of it? Then answer the question for someone interested in you as a person and then for someone interested in you as a leader of a class trip or as a possible tutor of someone in first grade having difficulty in reading.

Additional Activities:

F. WRITING NARRATION IN BIOGRAPHIES

OBJECTIVE:

Given an assignment in which a student is to write a biography of one important aspect of a fellow student's life, he/she will be able to adequately interview the student, select a narrative idea which will be the focus of the biography, and relate a descriptive incident which would support the idea.

TEACHER NOTE AND STUDENT ACTIVITY:

This is not an activity in judging another person, but one which can be used to help students realize that each person has his/her own reasons for being what he/she is. Separate the students by twos in any way which seems wise for the class. Then instruct them in how to ask questions which will help the interviewer find out what he/she needs to know to complete the assignment. This will be a sound activity for discussing the responsibilities of an interviewer. After the students have asked questions and taken notes on the answers they receive, they should spend time sorting and discarding information based upon the central idea they wish to present in the biography. Writing the biography would be the next step, based upon the organization and the notes decided upon.

Additional Activities:

WRITING POETRY

A. WRITING POETIC STRUCTURES

OBJECTIVE:

Given a previous and current exposure to singing advertisements, students will be able to duplicate poetic structure as it is used for the selling of merchandise.

TEACHER NOTE:

Bring a number of products into the classroom in addition to tape recordings, video-tapes of various singing commericals, and well-known songs from nursery rhymes or popular songs. Discuss why we remember such songs. Once wording, rhythm, and rhyme have been recognized (without becoming technical), let the students cooperatively attempt writing some singing commercials. Then have the students work individually or in pairs to write some singing commercials using the products provided by the teacher.

Suggested Activities:

1. Select a current commercial containing poetic elements such as rhyme and rhythm. Reword the commercial to sell another product.
2. Choose a popular song. Using part of the melody, create a singing commercial to sell a product.
3. Create a jingle that sells a product or convinces people to do something.
4. Prepare a song or poem which introduces a letter, prefix, suffix, or root to other students such as is done in *Sesame Street* or *The Electric Company*.

Additional Activities:

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B. WRITING VARIOUS POETIC FORMS

OBJECTIVE:

Having read and heard various types of poetry such as cinquains and haiku poetry, the students will, after discussion, be able to write one of these types of poetry using various stimuli such as pictures, music, or outdoor walk.

TEACHER NOTE:

Two excellent resources for ideas about the teaching of poetry are:

Poetic Composition Through the Grades, by Robert A. Wolsch (Teachers College Press, Teachers College, Columbia University)

Slithery Snakes and Other Aids to Children's Writing, by Walter Petty and Mary Bowen (Appleton-Century-Crofts)

Suggested Activities:

1. Cooperatively produce at least one or more examples of the following poetic forms:
   a. Limerick
   b. Haiku
   c. Participial poetry
   d. Cinquain
2. Write one or more poems on your own using the above suggested forms.

Additional Activities:

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C. WRITING POETRY USING ALLITERATION

OBJECTIVE:

Having heard and read poetry containing alliteration (such as *Water Picture* by May Swenson), the student will write sentences with alliteration, phrases containing alliteration, and eventually a short poem employing some alliteration.

TEACHER NOTE:

Begin the discussion of alliteration by reading some silly verse — "Peter Piper," etc. Also write some sentences on the board which contain alliteration and discuss what happens when the alliterative devices are removed.

Suggested Activities:

1. Study some poetry that contains alliteration.
2. Write two statements about the same object. In one of your statements include alliteration. Which statement is more effective?
3. Revise a poem you have already written so that some alliteration is included.
4. Write a poem in which at least one line contains some alliteration.

Additional Activities:

D. WRITING POETRY USING SIMILES

OBJECTIVE:

Given a situation in which a student is asked to describe an item, the student will describe the object by using a simile.

TEACHER NOTE:

Students should not have a great deal of difficulty writing similes since this is an activity usually begun in the primary grades. The main object in reviewing similes here is to encourage the creation of "fresh" similes.

You might use the "blind bag" technique for providing descriptions of objects, a technique where students feel items in a bag and then suggest what they think the item is. Have students do so for this exercise, but instead of guessing at what the item might be, have them describe the item by comparing it to something else. After these descriptions have been written as full sentences, have them reduce the sentences to the essentials of the description, so they can experience simile-phrasing for poetry. Then let them duplicate the process of reduction through writing a poem in which they describe an unfamiliar sight, sensation, or experience to someone by comparing it to something they have already experienced.

Suggested Activities:

1. Complete the following similes with fresh ideas:
   — as explosive as _____
   — as fresh as _____
   — as soft as _____
   — as bouncy as _____
   — as unhappy as _____
   the old dog was like _____
   the mother was like _____
   the car is like _____
   the color is like the color of _____
   the wind is like _____
2. Write a one-line description of an object using a simile to help describe one feature of that object.
3. Write a short poem (e.g. couplet, limerick, etc.) which contains a fresh simile.

Additional Activities:

E. WRITING POETRY USING METAPHORS

OBJECTIVE:

Given a situation in which a student is asked to describe an item, the student will describe the object by using a metaphor.

TEACHER NOTE:

If students have already written similes, they should not have too much difficulty restructuring them into metaphors (e.g. free as a bird = bird free).
After students have restructured the similes, let them make value judgements about which phrasing is better.

In writing metaphors, be sure that students think of things that are like the quality (e.g. slowness = turtle).

Suggested Activities:

1. Change the following similes and descriptions to metaphors (e.g. He acted like a child. = Childlike;

he walked slowly. = Turtle-like, he crossed the stage.).

He ate very fast.
She wrote carefully.
Dad drove recklessly.
Betty behaved like a spoiled brat.
Helen appeared to be drowsy.
tallness
angry
stubborn
carefree

Additional Activities:

F. WRITING POETRY USING PESONIFICATION

OBJECTIVE:

Given an object to describe, the student will include personification in that description.

TEACHER NOTE:

Students should not have difficulty attributing human-like characteristics to inanimate things. To introduce this concept to students list items such as these on the board:

the wind howled
the car groaned
the sun smiled
the flowers waved
the stars winked

Discuss what these phrases have in common before students do one or more of the suggested activities.

Suggested Activities:

1. Change the following statements to include personification (e.g. the sun rose over the rooftops = the sun fingered the rooftops):
   — the car made a lot of noise
   — the trees moved in the wind
   — the ocean waves were high
   — the floor of the building made noises
   — the shed moved in the storm
2. Write one-sentence descriptions which include personification.
3. Write a poem in which personification is included.

Additional Activities:

WRITING DRAMA

OBJECTIVE:

Given a situation, a student or group of students will construct a short play to include plot, characters, and dialogue.

TEACHER NOTE:

Encourage the writer or writers to start the play with action and not with dialogue. Keep dialogue to a minimum; it is better to *show* what happens.

Suggested Activities:

1. Select a favorite story of yours. Rewrite the ending and then construct a short play to dramatize the new ending.
2. Select an incident from your social studies text to dramatize. Work individually or with other students to write this short drama.
3. Choose an event that has recently happened in your city or school. Dramatize this event by developing a plot, characters, and dialogue.
4. Write a monologue in which your character speaks to and about himself/herself.
5. Write a dialogue in which your character speaks to someone else.
6. Write a dialogue between two others who are discussing your main character.
7. Add a setting to each of the above including properties.

Additional Activities:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____

29

APPENDIX

STUDENT RECORD

Name _____ Teacher _____

Unit _____ Period _____

CONCEPTS

	Needs Work	Fair	Good	Excellent
I) Subject				
II) Audience				
III) Purpose				
IV) Occasion				

Comments:

STUDENT RECORD

Name _____ Teacher _____

Unit _____ Period _____

QUALITIES AND DEVICES

	Needs Work	Fair	Good	Excellent
I) Thesis:				
A) Clarity				
B) Suitability				
C) Completeness				
II) Sentence Structure:				
A) Clarity				
B) Suitability				
C) Completeness				
D) Unity				
E) Consistency				
III) Idea Development:				
A) Clarity				
B) Completeness				
C) Unity				

Comments:

STUDENT RECORD

Name _____ Teacher _____

Unit _____ Period _____

PROCESSES

	Needs Work	Fair	Good	Excellent
I) Invention				
II) Planning				
III) Presentation				
IV) Evaluation				
V) Awareness				

Comments:

STUDENT RECORD

Name _____ Teacher _____

Unit _____ Period _____

FORMS

	Needs Work	Fair	Good	Excellent
I) Reportive				
II) Persuasive				
III) Narrative				
IV) Poetic				
V) Dramatic				

Comments:

CHECKING - MY - WRITING

1) Is it clear?
   Does my writing make sense to me?
   Will others understand it?
   Do all sentences and words make sense?

2) Is it suitable?
   Who will my audience be?
   Did I write in a way that they will understand?
   Did I choose the best words?

3) Is it complete?
   Does my topic sentence say everything it needs to?
   Does it say too much?
   Have I said all I need to say about my subject in order for the audience to understand and enjoy it?

4) Is it well-designed?
   Do all of my sentences deal with the main idea?
   Are there any unnecessary sentences or words?
   Are my sentences in proper order?